



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

825 W Medina, Mesa, AZ 85210

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Michael Switzer
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-6
Web Address : www.mesa.k12.az.us/~crismon
Phone Number : (480) 472-4000
Fax Number : (480) 472-4058
E-mail : mdswitze@mpsaz.org

Mission

Crismon is part of a cooperative, nurturing community that assists the school in achieving the best education for all Crismon students. We build secure and confident learners; foster good citizenship and promote lifelong learning.

School / Academic Goals

- ü Each grade is selecting grade-level goals in language, math and reading. These will be measured using The AIMS test in grades 3 - 6. We will also measure the first and second grades using Terranova norm referenced tests.
- ü The faculty has agreed to pursue a dual goal of raising the performance level of those students that fall far behind while working to improve the numbers of those students who meet or exceed the goals.
- ü This year we will strive to maintain an average daily attendance of 90% or better.

Enrollment

October 1, 2005 School Year Student Enrollment : 683
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 140

Instructional Programs

- Ü Special Education (Emotionally Disabled)
- Ü Accelerated Reader Program
- Ü Advanced Placements
- Ü Learning Disabled
- Ü Special Education (Preschool)
- Ü Preschool

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide a learning environment safe from harassment and fear. Respect all children, families and values. See that all children are being served and that all children are learning. Challenge students academically with a variety of materials and teaching techniques. Treat all children fairly.

Parents

Encourage parents to work at home to reinforce the learning that occurs at school; see that their children are prompt and regular in attendance; provide a home environment that is supportive of learning; communicate their child's needs to the school.

Transportation Policy

Busing is provided for all students who live more than 1 mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5547	80010	100	98	99	479	453	447	1	8	10	7	16	18	55	56	53	37	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2719	38935	100	98	99	476	452	447	NA	8	9	9	17	19	52	56	55	39	19	17
Male	43	2828	40974	100	98	98	481	453	448	2	8	11	5	15	18	58	55	52	35	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	15	2182	34545	100	98	99	465	434	432	NA	12	14	13	23	24	67	56	53	20	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	64	2783	35142	100	98	99	481	469	465	2	4	5	6	9	11	48	55	56	44	31	28
Students with Disabilities	11	645	10161	100	90	93	429	419	419	9	27	28	36	30	28	55	36	36	NA	7	8
Students without Disabilities	78	4902	69849	100	99	100	486	457	451	NA	5	7	3	14	17	55	58	56	42	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	26	3005	39029	100	97	98	457	437	432	4	11	14	8	22	25	73	57	52	15	10	9
Non-Economically Disadvantaged	63	2542	40981	100	99	100	488	472	462	NA	4	6	6	9	13	48	54	54	46	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5457	79438	99	97	98	475	457	451	2	7	9	10	21	24	68	60	56	19	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2686	38775	100	97	99	481	463	457	2	5	7	9	19	22	63	62	58	26	14	13
Male	42	2770	40560	98	96	97	469	452	446	2	8	12	12	23	25	74	58	54	12	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	15	2140	34297	100	96	98	460	437	434	NA	11	14	20	31	31	73	54	50	7	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	63	2744	34887	98	97	98	479	475	471	3	3	4	8	13	15	67	65	63	22	19	18
Students with Disabilities	10	557	9588	91	77	88	NA	420	416	NA	24	30	NA	32	32	NA	38	34	NA	5	5
Students without Disabilities	78	4900	69850	100	99	100	482	461	456	NA	5	7	6	20	23	72	62	59	22	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	26	2946	38685	100	95	97	459	441	435	4	10	14	19	29	32	73	55	50	4	5	5
Non-Economically Disadvantaged	62	2511	40753	98	98	99	482	477	467	2	3	5	6	12	16	66	65	62	26	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5524	79971	100	98	99	433	415	423	2	8	8	47	46	41	47	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2715	38974	100	98	99	452	429	437	NA	5	5	35	40	33	59	53	57	7	2	4
Male	43	2808	40895	100	97	98	412	402	410	5	11	10	60	53	47	35	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	15	2166	34481	100	97	99	434	399	410	NA	12	10	47	53	46	53	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	64	2779	35150	100	98	99	434	429	437	2	5	5	48	41	35	45	52	56	5	2	5
Students with Disabilities	11	645	10258	100	90	94	394	373	377	9	20	23	55	54	51	36	24	25	NA	1	1
Students without Disabilities	78	4879	69713	100	99	100	438	420	429	1	6	5	46	45	39	49	46	52	4	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	26	2986	38994	100	97	98	414	401	409	NA	11	10	73	52	47	27	36	41	NA	1	1
Non-Economically Disadvantaged	63	2538	40977	100	99	100	441	432	437	3	4	5	37	40	34	56	53	56	5	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5739	80147	100	98	99	526	498	482	5	6	11	2	13	17	40	48	49	53	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2849	39281	100	99	99	521	498	483	5	5	9	2	13	17	48	49	50	45	33	24
Male	51	2889	40780	100	98	98	531	497	482	6	7	12	2	12	17	33	48	48	59	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	17	2106	33494	100	98	99	523	479	466	12	9	15	NA	18	23	29	55	49	59	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	63	2998	36122	100	98	99	528	514	501	5	4	5	3	8	10	37	44	50	56	44	35
Students with Disabilities	10	657	10295	100	90	92	NA	451	443	NA	25	33	NA	27	26	NA	38	33	NA	10	8
Students without Disabilities	83	5082	69852	100	99	100	536	503	488	NA	4	7	1	11	16	42	50	51	57	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	29	2944	38371	100	97	97	515	480	465	14	9	15	NA	18	23	38	52	49	48	20	13
Non-Economically Disadvantaged	64	2795	41776	100	99	100	532	516	498	2	3	6	3	7	11	41	45	49	55	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5655	79686	100	97	98	495	478	470	5	7	11	10	21	24	68	61	57	17	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2823	39163	100	98	99	500	482	475	5	6	9	5	19	22	74	63	60	17	12	10
Male	51	2831	40438	100	96	97	491	474	465	6	9	13	14	22	25	63	60	54	18	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	17	2071	33299	100	96	98	479	458	452	12	12	17	12	30	32	65	54	47	12	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	63	2959	35914	100	97	98	499	495	489	5	3	5	8	13	15	67	67	67	21	17	14
Students with Disabilities	10	571	9808	100	78	87	NA	440	432	NA	25	35	NA	35	32	NA	35	30	NA	5	3
Students without Disabilities	83	5084	69878	100	99	100	503	482	475	NA	5	8	10	19	23	71	64	61	19	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	29	2879	38095	100	95	97	474	462	452	10	11	17	21	29	32	55	55	48	14	5	3
Non-Economically Disadvantaged	64	2776	41591	100	98	99	504	495	486	3	3	6	5	13	16	73	67	65	19	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5728	80372	100	98	99	496	476	475	NA	3	4	13	31	30	84	64	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2841	39452	100	99	99	507	487	488	NA	2	3	5	22	22	88	73	72	7	3	3
Male	51	2887	40836	100	98	98	487	464	464	NA	4	6	20	39	37	80	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	17	2102	33608	100	98	99	490	460	462	NA	6	6	24	38	36	71	55	57	6	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	63	2995	36213	100	98	99	497	487	489	NA	2	2	11	24	22	86	72	72	3	3	3
Students with Disabilities	10	651	10526	100	89	94	NA	428	427	NA	13	15	NA	53	53	NA	32	31	NA	2	1
Students without Disabilities	83	5077	69846	100	99	100	501	481	482	NA	2	3	8	28	26	88	68	69	4	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	29	2941	38521	100	97	98	474	462	461	NA	5	6	31	38	38	69	56	55	NA	1	1
Non-Economically Disadvantaged	64	2787	41851	100	99	100	506	491	489	NA	1	3	5	23	22	91	73	72	5	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5603	79306	99	98	99	531	518	504	4	9	13	13	15	20	49	50	49	33	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2724	38845	100	98	99	529	518	505	4	8	11	15	16	20	54	51	50	26	26	18
Male	47	2879	40383	98	97	98	534	517	504	4	10	14	11	14	19	45	50	47	40	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	20	2000	32673	100	98	99	526	496	487	5	14	18	15	22	25	45	52	46	35	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	63	2974	36234	98	98	99	532	535	523	5	4	6	13	9	13	49	49	52	33	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	84	4981	69020	99	99	100	538	523	510	1	6	9	11	14	18	52	52	52	36	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	22	2874	37437	100	97	97	500	499	486	9	13	19	36	21	26	36	51	46	18	14	9
Non-Economically Disadvantaged	71	2729	41869	99	98	100	541	538	521	3	4	7	6	9	14	54	49	51	38	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5547	79000	99	97	98	510	496	489	1	7	10	14	20	24	72	62	58	13	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2710	38774	100	98	99	516	501	494	NA	5	7	17	19	22	67	63	61	15	12	10
Male	47	2837	40150	98	96	98	505	492	485	2	9	12	11	21	25	77	61	55	11	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	20	1963	32508	100	96	98	500	476	472	5	12	15	20	31	33	70	53	49	5	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	63	2962	36135	98	97	98	514	513	508	NA	3	4	10	12	14	76	69	67	14	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	84	4978	69009	99	99	100	515	500	495	NA	5	6	11	19	22	75	65	62	14	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	22	2829	37234	100	96	97	479	478	472	NA	11	15	45	29	33	50	55	50	5	4	3
Non-Economically Disadvantaged	71	2718	41766	99	98	99	520	515	505	1	2	5	4	11	16	79	69	65	15	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5609	79611	99	98	99	524	490	496	1	7	7	19	43	37	80	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2732	39016	100	98	99	539	505	511	NA	4	4	11	34	29	89	61	66	NA	1	1
Male	47	2877	40519	98	97	98	511	476	482	2	9	10	28	51	44	70	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	20	2001	32855	100	98	99	525	470	481	NA	11	10	30	51	43	70	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	63	2984	36380	98	98	99	524	504	511	2	4	4	16	36	30	83	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	84	4970	68947	99	99	100	532	496	504	NA	5	4	15	41	34	85	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	22	2874	37626	100	97	98	500	472	479	5	10	10	32	51	45	64	38	45	NA	1	0
Non-Economically Disadvantaged	71	2735	41985	99	99	100	532	508	511	NA	3	4	15	34	30	85	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5505	79327	98	98	98	539	531	518	8	12	19	8	16	20	67	50	46	18	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	38961	100	98	98	541	532	520	2	11	16	9	17	20	76	51	48	13	21	16
Male	47	2875	40295	96	98	97	537	531	516	13	13	21	6	16	19	57	48	44	23	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	15	1926	32327	100	98	98	523	510	499	13	18	27	7	23	25	73	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	68	2984	36373	99	99	98	542	549	538	7	7	10	9	11	14	62	51	52	22	31	25
Students with Disabilities	11	587	9321	92	89	87	474	473	467	45	44	54	18	23	22	36	27	21	NA	5	3
Students without Disabilities	82	4918	70006	99	99	100	548	537	524	2	8	14	6	15	19	71	53	49	21	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	15	2687	37097	100	97	97	523	511	498	20	18	27	NA	21	25	67	49	41	13	11	7
Non-Economically Disadvantaged	78	2818	42230	98	99	99	542	550	535	5	6	11	9	11	15	67	50	50	19	32	24

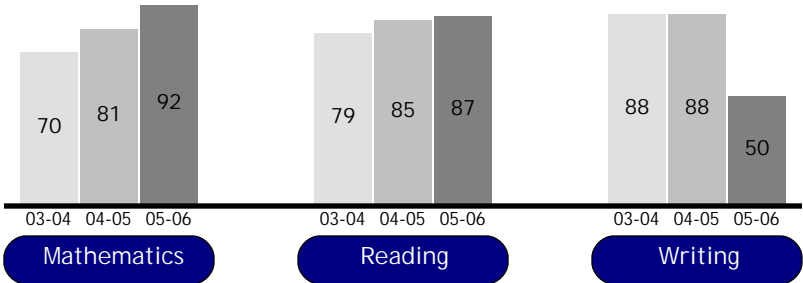
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5447	79501	98	97	98	521	506	497	3	6	10	8	20	25	82	68	60	8	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2606	39062	100	98	99	529	510	502	NA	5	8	4	19	23	91	70	64	4	6	5
Male	47	2837	40368	96	97	98	514	503	491	6	8	13	11	22	27	72	66	57	11	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	15	1887	32389	100	96	98	509	488	478	7	10	16	13	31	34	73	58	48	7	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	68	2973	36446	99	98	99	526	521	516	3	4	4	4	12	15	84	76	73	9	8	7
Students with Disabilities	11	532	9411	92	80	88	469	461	453	27	28	36	27	34	36	45	34	26	NA	4	1
Students without Disabilities	82	4915	70090	99	99	100	528	510	502	NA	4	7	5	19	24	87	72	65	9	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	15	2646	37183	100	96	97	516	489	479	7	10	16	13	29	34	67	59	49	13	2	1
Non-Economically Disadvantaged	78	2801	42318	98	98	99	522	522	513	3	3	5	6	12	17	85	76	70	6	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5492	80000	99	98	99	583	565	564	2	3	3	7	10	11	77	77	75	14	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	39288	100	98	99	606	580	579	NA	2	2	NA	5	6	80	78	77	20	15	16
Male	48	2862	40644	98	97	98	560	552	549	4	4	4	15	14	15	73	76	74	8	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	15	1917	32672	100	97	99	580	548	548	NA	4	4	13	13	14	67	77	76	20	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	69	2977	36602	100	98	99	584	578	579	3	2	2	7	8	7	75	77	75	14	14	16
Students with Disabilities	12	585	9919	100	88	93	513	497	505	8	11	9	33	34	35	58	51	54	NA	5	2
Students without Disabilities	82	4907	70081	99	99	100	593	572	571	1	2	2	4	7	7	79	80	79	16	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	15	2675	37534	100	97	98	568	547	547	7	4	4	7	14	15	73	77	76	13	5	5
Non-Economically Disadvantaged	79	2817	42466	99	99	100	585	582	578	1	1	2	8	7	7	77	77	75	14	15	16

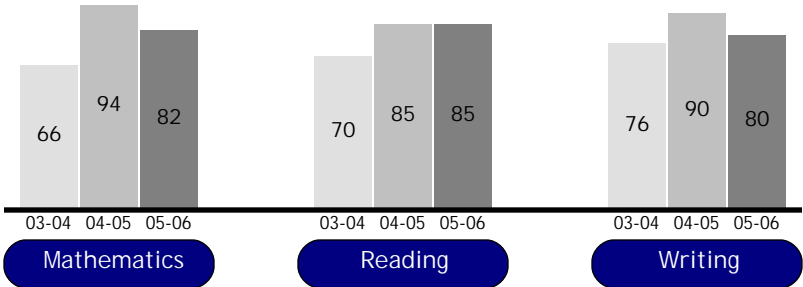
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	75	NA	58	100	64	50	47	100	67	50	46
	Language	100	75	53	50	100	57	49	47	100	75	50	48
	Mathematics	99	85	71	64	100	60	54	50	100	75	56	52
3	Reading	99	61	NA	55	100	59	50	44	99	65	52	46
	Language	100	67	63	61	100	59	49	44	100	63	48	46
	Mathematics	100	63	66	61	100	63	55	51	100	70	56	52
4	Reading	99	74	NA	56	98	57	52	48	100	65	58	52
	Language	100	67	55	52	98	59	52	49	100	65	58	52
	Mathematics	100	80	68	61	98	65	59	53	100	75	67	58
5	Reading	94	64	NA	55	98	65	55	50	99	70	61	56
	Language	97	54	55	49	98	68	55	50	99	67	59	54
	Mathematics	97	69	71	63	98	69	54	49	99	67	59	52
6	Reading	98	69	NA	56	98	60	58	51	99	68	63	56
	Language	99	64	55	48	98	58	54	47	99	68	58	50
	Mathematics	98	81	76	66	98	66	62	52	99	72	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Customer Service
- Ü Questions Re: Policies
- Ü School Safety Issues
- Ü Student Discipline
- Ü Absence/Tardy Issues
- Ü Academic Goals/Testing

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	6	5	0	0
7 to 9 years	0	10	0	0
10 or more years	6	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Tutoring
- Ü Community Education Programs
- Ü Student Council
- Ü City of Mesa Recreation Programs
- Ü Basketball teams

Social Services

- Ü Lunch Program w/Free & Reduced
- Ü Health Services
- Ü AM & PM Child Care Programs
- Ü Crisis Intervention
- Ü Extended Day Kindergarten
- Ü Dental Care Van

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Set school goals to improve in the AIMS test in the areas of math, reading and writing.

We met or exceeded our self determined goals for the 2005 - 2006 school year

ü Set goals to improve in the Terranova tests in the areas of math reading and writing for second grade.

We met or exceed our self determined goals in each of these categories for 2005 - 2006

ü First grade met goals in reading, writing and math based on district criterion referenced tests for 2005 - 2006

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our discipline program is based on a positive program of levels of behavior. The minimum expectation is that each student be self-responsible. Optimum behavior is that each student be caring. We follow with 'Super Citizen' recognitions weekly. The principal makes it a regular habit to be in the classrooms at least once daily.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mike Switzer	(480) 472-4000
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Mike Switzer	(480) 472-4000
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Christy Magers	(480) 539-2610
Student Health/Nurse	Carrie Stephens	(480) 472-4048

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.